			Nursery Long Term C	Overview 2023 - 2024			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Rights Respecting Links
Topic	How many Nursery rhymes do we know?	How many Nursery rhymes do we	Bears	What might you see on Old McDonald's farm?	Who are the famous characters in my books?	Where shall we go next?	Article 7- You have the right to a name, and this
	(Also settling in,	know?	(including themed days/week on Chinese	(including:	Traditional tales	Different places and environments	should be officially
	feelings, rules and routines and developing	(Also Autumn- seasonal changes and	New Year.)	celebration days- Pancake day, Mother's day.		in the world e.g under the Sea, the Jungle, the beach-	recognized by the government. You have the right to a
	relationships)	celebrations- Halloween, Bonfire, Divali)		·		perhaps linked to children's interests)	nationality (to belong to a country). Article
Outline of the Topic	-Rules and Routines in Nursery.	-Learning a range of	-Listening to a range of stories, including series	-Learning about the farm including:	-joining in with repeating parts of a	-Different locations and environments	8: You have the right to an
10010	-Welcoming	Nursery rhymes (to be	of books such as: traditional tales, Hairy	naming animals and their babies, what	story e.g., I'll Huff and I'll puff and I'll	(possibly linked to different countries	identity – an official record of
	children back into Nursery and	able to sing them off by	Maclary from Donaldson's dairy-	might grow at the farm (crops), food	blow your house down.	e.g. Africa)-the beach, under the	who you are., Article 14-You
	settling new children	heart)-one a week.	Lynley Dodd ???	from the farm and jobs on the farm.	-Simple story structure and	sea, the Jungle, Safari	have the right to choose your own religion and
	-Modelling how to use the provision and how to use it	-Sharing hyming stories	Celebrations/times of year: -Chinese New Year	Celebrations/times of year:	language (main story settings, events and	-Recognise difference between fiction/non-fiction	beliefs. Article 30- You have the right to enjoy our own
	correctly.	Celebrations/ti mes of year:	-Valentine's Day	-The Easter Story -Pancake	principal characters)	books.	culture, language and religion or
	-Become familiar with the classroom environment.	-Autumn- Seasonal changes	Seasonal changes/Winter-what	day/Shrove Tuesday. -Mothering Sunday	-retelling/acting out traditional tales.	-Simple maps (including world map, weather map,	any you choose. Article 27- You have the right to a
	environment.	Citaliges	to wear? What is it like	-World book day	ti auttional tales.	map, weather map,	safe place to live

	-Getting to know	-Halloween	outside? Short days,	-Growth and		map on a visit to	and to have your
	the names of our		dark nights. How has	change-		the zoo.)	basic needs met.
	new friends.	-Bonfire Night	the weather changed?	seeds/plants/veget			World book day
			What do you need to	ables/lifecycles		-Keeping the	7 th March- Article
	-Making new	-Divali	wear?			environment clean	29- Goals of
	friends/relationship	-Remembrance				and healthy (litter	education-
	s with peers/adults.	Day				pick, recycling,	Education must
						turning off lights	develop every
	-Exploring and	-Christmas-The				etc)-links to the	child's
	using our senses.	Nativity				Ocean	personality,
							talents and
	Celebrations/times						abilities to the
	of year:						full. It must
							encourage the
	-Harvest Time						child's respect for
Possible rhymes	- Baa Baa black	Hickory Dickory	-When Goldilocks Went	-Polly put the kettle	-This Little Piggy	-1,2,3,4,5 once I	human rights, as
and songs	sheep	Dock	to the House of the	on	went to market	caught a fish alive.	well as respect for
including			Bears				their parents,
traditional	-Humpty Dumpty	The Grand old		-Row Row row your	-Here is the beehive		their own and
nursery Rhymes		Duke of York	-Jack and Jill	boat		-A Sailor Went to	other cultures,
	-Twinkle Twinkl				-Little Miss Muffet	Sea, Sea, Sea	and the
		Miss Polly had	-I'm a little teapot	-Pat a cake			environment.
	-2 little Dickie Birds	a dolly.			-The Frog song	-Wind the Bobbin	Article 24- You
			-Tommy Thumb	-There was an old		Up	have the right to
	-Hey Diddle Diddle	Incey Wincey		lady who	-Little Green frog		the best health
		Spider		swallowed a fly.		-Alternative	care possible, safe
	-Dingle Dangle				-Mm mm went the	versions of familiar	water to drink,
	Scarecrow	Sing a song of			little green frog	rhymes	nutritious food to
		Sixpence					eat.

Possible Books	Possible books to	-Rhyming	Bears	Farm/animal	Traditional Tales:	Different	
	share for pleasure	books such as,	Polar Bear, Polar Bear	stories:		places/environmen	
	as children settle	Oi Frog, Oi Dog,	What do you hear?	Farmer duck	The Three Little	ts:	
	into Nursery and	Oi cat, Oi			Pigs	Handa's Surprise-	
	get used to short	Duckbilled	Brown bear, Brown	Little Red Hen		Eileen Browne	
	carpet sessions.		Bear what do you see?	F	Jack and the		
		platypus, Each	Malas seises en a Desa	Farmyard	Beanstalk	We're going on a	
		Peach, Pear,	We're going on a Bear	Hulabaloo	Little Red Riding	Lion Hunt-David	
	Elmer-David McKee	Plum.	Hunt	A squash and a	Hood	Axtell	
	(Friendships/being		Goldilocks and the	squeeze	11000	We all went on	
	different and	Possible books	Three Bears	3446626	The Ugly Duckling	safari (A counting	
	unique)	to share for pleasure-linked	Timee Bears	The Pig in the Pond		journey through	
	Owl Babies-Martin	to theme or	Bear in a square (2D		Billy goats gruff	Tanzania)-Laurie	
	Waddell (Families)	time of year:	shapes)	Rosie's walk		Krebs	
	wadden (Fairines)	Halloween:			The enormous		
	The Tiger who	Room on the	Whatever Next-Jill	Non-Fiction-	turnip	Walking through	
	came to tea-Judith		Murphy	Animals and their		the jungle-Stella	
	Kerr	broom-Julia	Decree of least 1911 MA code	babies.		Blackstone	
	(Families/Home)	Donaldson.	Peace at last-Jill Murphy			(Barefoot Singalong	
		Divali : Lighting	Bears in the Bath	Celebration days:	-	book)	
	-Whiffy Wilson the	a lamp	Dears in the bath	-Mr Wolf's			
	wolf who wouldn't	a lamp		pancakes (Pancake		Monkey Puzzle	
	go to school.	Christmas:	Possible seasonal	day)		(jungle)	
		-Stick man	themed books:	~~,,		The singing	
	-Where's Spot-Eric	-The Nativity	Winter-Guess how	-Monkey Puzzle		mermaid-Julia	
	Hill	story	much I love you in	(Mother's day)		Donaldson	
			Winter.	' '		(beach/ocean)	
	-Dear Zoo-Rod	-Autumn				(
	Campbell	stories e.g	A loud Winter's nap.			Barry the fish with	
	II . I. Allere	We're going on				Fingers-Sue	
	-Hug-Jez Alborough	a leaf hunt, the	Non-Fiction: Chinese			Hendra.	
		very helpful	New Year story -				

	hedgehog, The					
	Golden Acorn.	firecrackers				
Possible	Autumn walk	-possible visit from	-Visit to the farm.	-Walk to pond to	-Celebration stay	
visit/visitors/links	around local	Durham learning	Footor Stavens	look for signs of	and play.	
with home and experiences	area.	Lunar/Chinese New Year workshop.	-Easter Stay and play	seasonal changes.	-Sponsored walk	
experiences	-Visit from	real workshop.	Piay	-Tadpoles in school	-Spoilsoied walk	
	Santa	Teddy bear walk (far	-Easter egg hunt		-The Great Get	
		field or local area.)	within school	-Caterpillars in	together (Jo Cox)-	
	-Christmas stay	,	grounds or far field	school	June-Family picnic.	
	and play					
			-Visit from people	-Chicken eggs in		
			with different	school		
			occupations-fire	Littor nick		
			fighters, school	-Litter pick		

				nurse, vet, Police		
				Officer.		
C&L	-Beginning to learn	-Beginning to	-Continues to learn to	-Continuing to learn	-Beginning to use	-Continuing to use
	to listen to others	learn to listen	listen to others in	to listen to others	words to solve	words to solve
	in different	to others in	different situations (1:1,	in different	problems with	problems with
	situations (1:1,	different	small group and whole	situations (1:1,	peers (e.g. when I	peers (e.g. when I
	small group)	situations (1:1,	class)	small group and	am upset or when	am upset or when
		small group)		whole class)	something has	something has
	-Beginning to		-Beginning to		happened.)	happened.)
	understand how to	-Beginning to	communicate using	-Beginning to		
	listen carefully and	understand	longer sentences.	communicate using	-Beginning to use a	-Uses a wider range
	why it is important.	how to listen		longer sentences.	wider range of	of vocabulary
		carefully and	-Beginning to use words		vocabulary (linked	(linked to my
	-Beginning to	why it is	to tell others what I am	-Beginning to use	to my experiences.	experiences
	understand and	important.	doing when they join	words to tell others		
	follow simple		me in my play.	what I am doing		
	instructions.	-Beginning to		when they join me		
		understand and		in my play.		
	-Beginning to use	follow simple				
	words and phrases	instructions.				
	to communicate					
	needs.	Beginning to				
		use words and				
		phrases to				
		communicate				
8055		needs.	2	0		
PSED	-Separating from	-Separating	-Continuing to	Continuing to	-Understands the	-Understands the
	parents/ carers.	from parents/	understand the need	understand the	need for sharing	need for sharing
	Dominus in a tra	carers.	for sharing and	need for sharing	and shares with	and shares with
	-Beginning to	Danianian te	continuing to share with	and continuing to	others (sometimes	others (sometimes
	understand the	-Beginning to	others (with support	share with others	still with support	still with support
	need for sharing	understand the	from adults.)	(with support from	from adults.)	from adults.)
	and beginning to	need for		adults.)		

Г		-1	dia dia dia dia	Court of the last of		T-1 1 / 201	T.1	
		share with others	sharing and	-Continues to take turns		-Takes turns (with	-Takes turns (with	
		(with support from	beginning to	(with support if needed)	-Continues to take	support if needed)	support if needed)	
		adults.)	share with		turns (with support			
			others (with	-Continues to be aware	if needed)	-Aware of different	-Aware of different	
		Beginning to take	support from	of different feelings		feelings (happy,	feelings (happy,	
	t	turns (with support)	adults.)	(happy, sad, angry.)	-Continues to be	sad, angry.)	sad, angry.)	
					aware of different			
		Beginning to be	Beginning to	-Continuing to learn the	feelings (happy,	-Aware of the class	-Aware of the class	
		aware of different	take turns	class rules and routines	sad, angry.)	rules and routines	rules and routines	
		feelings (happy,	(with support)	and can follow them		and can follow	and can follow	
		sad, angry.)		with support	-Continuing to learn	them.	them.	
			Beginning to be		the class rules and			
		-Beginning to be	aware of	-Beginning to play with	routines and can	-Plays with one or	-Plays with one or	
		aware of the class	different	one or more other	follow them with	more other children	more other children	
		rules and routines	feelings (happy,	children and is	support	and listens to their	and listens to their	
		and can follow	sad, angry.)	beginning to listen to		ideas.	ideas.	
		them with support		their ideas.	-Beginning to play			
			-Beginning to		with one or more	-Knows that their	-Knows that their	
		-Learning the	be aware of the	-Beginning to know that	other children and	actions and the way	actions and the way	
		names of the adults	class rules and	their actions and the	is beginning to	they speak to	they speak to	
		and children in	routines and	way they speak to	listen to their ideas.	others can upset or	others can upset or	
		Nursery.	can follow	others can upset or hurt		hurt their feelings.	hurt their feelings.	
		,	them with	their feelings.	-Beginning to know	Ü	ŭ	
			support	-Beginning to know that	that their actions	-Knows that their	-Knows that their	
		-Selecting and using	• •	their needs cannot	and the way they	needs cannot	needs cannot	
		activities and	-Learning the	always be met	speak to others can	always be met	always be met	
		resources, with	names of the	immediately and that	upset or hurt their	immediately and	immediately and	
		help when needed	adults and	they need to wait if an	feelings.	that they need to	that they need to	
		,	children in	adult is busy.	-Beginning to know	wait if an adult is	wait if an adult is	
			Nursery.		that their needs	busy.	busy.	
				-Beginning to learn how	cannot always be	,	,	
			-Selecting and	to be more resilient.	met immediately			
			-	13 23	-			
			using activities		and that they need			

	and resources,	-Beginning to learn how	to wait if an adult is	ū	-Continuing to learn	
١	with help when	to cope and resolve	busy.	how to be more	how to be more	
	needed	problems.		resilient.	resilient.	
			-Beginning to learn			
			how to be more	-Continuing to learn	-Continuing to learn	
			resilient.	how to cope and	how to cope and	
				resolve problems.	resolve problems.	
			-Beginning to learn			
			how to cope and			
			resolve problems.			
			·			

PD and	-Learning to take	-Learning to	Continuing to take	-Continuing to take	Takes shoes off	-Takes shoes off	
independence	shoes off.	take shoes off.	shoes off.	shoes off.	independently.	independently.	
	-Beginning to put	Beginning to	-Continuing to put own	-Continuing to put	Puts own wellies on	Puts own wellies	
	own wellies on.	put own wellies on.	wellies on.	own wellies on.	independently.	on independently.	
	-Learning to put		-Beginning/continuing		-Put shoes on	-Puts shoes on	
	shoes on.	-Learning to put shoes on.	to put shoes on.	Beginning/continuing to put shoes on.	independently.	independently.	
	Beginning to take		-Beginning to take coat		-Take coats off	-Take coats off	
	coat off.	-Beginning to take coat off.	off.	-Beginning to take coat off.	independently.	independently.	
	-Learning to put		-Beginning/continuing		-Puts coat on	-Puts coat on	
	coat on.	-Learning to put coat on.	to put coat on.	- Beginning/continui	independently.	independently.	
	-Beginning to hang		-Beginning/continuing	ng to put coat on.	-Hangs coat up	-Hangs coat up	
	coat up.	-Beginning to hang coat up.	to hang coat up.	-	independently.	independently.	
			-Beginning/continuing	Beginning/continui	-Puts on/takes off	-Puts on/takes off	
	-Beginning to put	-Beginning to	to put on/take off	ng to hang coat up.	waterproof	waterproof	
	on/take off	put on/take off	waterproof trousers.		trousers	trousers	
	waterproof	waterproof		-	independently.	independently.	
	trousers.	trousers.	Beginning/continuing	Beginning/continui			
			to go to the toilet	ng to put on/take	-Goes to the toilet	Goes to the toilet	
		-	independently.	off waterproof	independently.	independently.	
	-	Beginning/cont		trousers.			
	Beginning/continui	inuing to go to	Beginning/continuing to		-Washes hands	-Washes hands	
	ng to go to the	the toilet	wash hands using soap	-	using soap and by	using soap and by	
	toilet	independently.	and by rubbing my	Beginning/continui	rubbing my hands	rubbing my hands	
	independently.		hands together.	ng to go to the	together.	together	
		-Learning to		toilet			
	-Learning to wash	wash hands	-Continues to develop	independently.		-Uses hands/tools	
	hands using soap	using soap and	manipulation, control			to manipulate	

and by rubbing my	by rubbing my	and fine motor skills	_	-Uses hands/tools	playdough (rolling a	
hands together.	hands	(during free play by	Beginning/continui	to manipulate	ball, splatting it,	
	together.	holding tools and using	ng to wash hands	playdough (rolling a	using a rolling pin	
-Develops		scissors, using	using soap and by	ball, splatting it,	to flatten, making a	
manipulation and	-Develops	playdough etc.)	rubbing my hands	using a rolling pin	sausage, squeezing	
control and fine	manipulation		together.	to flatten, making a	it, pinching it)-	
motor skills (during	and control and	-Continues to explore	-Continues to	sausage, squeezing	during structured	
free play by holding	fine motor	different materials and	develop	it, pinching it)-	dough disco.	
tools and using	skills (during	tools-scissors,	manipulation,	during structured		
scissors, using	free play by	paintbrushes, mark-	control and fine	dough disco.		
playdough etc.)	holding tools	making tools etc	motor skills (during		-Uses scissors to	
	and using		free play by holding	-Uses scissors to	make snips in paper	
-Explores different	scissors, using	-Continues to develop	tools and using	make snips in paper	or cut along lines.	
materials and tools-	playdough etc.)	large-muscle	scissors, using	or cut along lines.		
scissors,		movements (gross	playdough etc.)		-Makes whole body	
paintbrushes, mark-	-Explore	motor skills) by waving		-Makes whole body	(gross motor)	
making tools etc	different	flags and streamers,	-Continues to	(gross motor)	movements:	
	materials and	painting, making large	explore different	movements:	Up and down	
-Develops large-	tools-scissors,	marks and by climbing	materials and tools-	Up and down	Side to Side	
muscle movements	paintbrushes,	up apparatus, outdoors.	scissors,	Side to Side	Cross it over	
(gross motor skills)	mark-making		paintbrushes, mark-	Cross it over	Circles and spirals	
by waving flags and	tools etc	-Continues to move in a	making tools etc	Circles and spirals	Humps and under	
streamers, painting,		range of ways (during		Humps and under	humps.	
making large marks	-Develops	free play.)	-Continues to	humps.		
and by climbing up	large-muscle		develop large-		-Moves in different	
apparatus,	movements	-Beginning to hold a	muscle movements	-Moves in different	ways (running,	
outdoors.	(gross motor	pencil correctly	(gross motor skills)	ways (running,	jumping, crawling,	
	skills) by	between my thumb and	by waving flags and	jumping, crawling,	rolling,	
-Begins to move in	waving flags	2 fingers.	streamers, painting,	rolling,	walking) during	
a range of ways	and streamers,		making large marks	walking) during	structured sessions-	
(running, jumping,	painting,		and by climbing up	structured sessions-	P.E.	
crawling, rolling,	making large		apparatus,	P.E.		
	marks and by		outdoors.			
	l .		l	l		

walking), during	climbing up			-Holds a pencil	
free play.)	apparatus,	-Continues to move	-Holds a pencil	correctly between	
	outdoors.	in a range of ways	correctly between	my thumb and 2	
		(during free play.)	my thumb and 2	fingers.	
	-Begins to		fingers.		
	move in a	-Beginning to hold a		-Climbs up small	
	range of ways	pencil correctly	-Climbs up small	steps or climbing	
	(running,	between my thumb	steps or climbing	equipment using	
	jumping,	and 2 fingers.	equipment using	alternate feet.	
	crawling,		alternate feet.		
	rolling,				
	walking),			-Makes marks	
	during free		-Makes marks	(paper, whiteboard,	
	play.)		(paper, whiteboard,	playground.)	
			playground.)		
				-Rides a two	
			-Rides a two	wheeled balance	
			wheeled balance	bike.	
			bike.		

Literacy	-Beginning to be	-Is interested in	-Beginning to recognise	-Recognises the	-Beginning to talk	-Talks about the
	interested in the	the pictures in	the initial sound in their	initial sound in their	about the different	different parts of a
	pictures in books	books and can	name.	name.	parts of a book	book (title, author,
	and can talk about	talk about			(title, author, blurb,	blurb, illustrator.)
	them.	them.	-Beginning to recite a	-Recite a full	illustrator.)	
			full nursery rhyme.	nursery rhyme.		
	-Beginning to join in	-Joins in with			-Beginning to talk	-Talks about the
	with parts of a	parts of a	-Beginning to sit, listen	-Can sit, listen to	about the	characters and
	nursery rhyme.	nursery rhyme.	to and join in with	and join in with	characters and	events in stories.
			stories and rhymes, one	stories and rhymes,	events in stories.	
	-Beginning to	-Can recognise	to one and in small or	one to one and in		
	recognise familiar	familiar logos,	large group.	small or large	-Beginning to	Can recognise their
	logos, from their	from their		groups	recognise their	name.
	experiences (e.g.,	experiences			name.	
	Tesco, Aldi,	(e.g. Tesco,	- Letters and sounds-			-Knows that print
	McDonalds, TV	Aldi,	phase 1.	- Letters and	-Beginning to know	has meaning.
	programs.	McDonalds, TV		sounds-phase 1.	that print has	
		programs)	-Beginning to develop		meaning.	-Knows that in
	-Enjoys rhyming		their phonological	-		English text is read
	and rhythmic	Letters and	awareness, so that they	Beginning/continui	- Beginning to know	from left to right
	activities.	sounds-phase	can: - spot and suggest	ng to develop their	that in English text	and from top to
		1.	rhymes	phonological	is read from left to	bottom
	- Letters and			awareness, so that	right and from top	
	sounds-phase 1.	-	-Begin to write some or	they can: - spot and	to bottom	-Talks about a story
		Beginning/Cont	all of their name.	suggest rhymes		I have heard, telling
	-Beginning to make	inuing to make				an adult what
	marks (on paper,	marks (on		-Begin to write	-Beginning to talk	happened and what
	ground, large	paper, ground,	-Continues to	some or all of their	about a story they	I liked.
	whiteboard etc)	large	experiment with mark	name.	have heard, telling	
		whiteboard etc	making tools and is		an adult what	
			beginning to give	-Continues to	happened and what	-Counts or claps the
			meaning to marks.	experiment with	they liked.	syllables in words.
				mark making tools		

			-Begins to use a	and give meaning	-Beginning to	-Gives meaning to	
			dominant hand when	to our marks.	count or clap the	the marks they	
			mark-making	-Begin/continue to	syllables in words.	make.	
			· ·	use a dominant	,		
				hand when mark-	-Continues to give		
				making.	meaning to the	- Letters and	
					marks they make.	sounds-phase 1.	
					- Letters and	-Engage in	
					sounds-phase 1.	extended	
						conversations	
					-Writes some or all	about stories,	
					of their name.	learning new	
						vocabulary.	
						-Writes some or all	
						of their name.	
						of their flame.	
						-Develop their	
						phonological	
						awareness so that	
						they can recognise	
						words with the	
						same initial sound,	
						such as money and	
						mother	
Mathematics	Numbers:	Numbers:	Numbers:	Numbers:	Numbers:	Numbers:	
	-Listens to and	-Listens to and	-Rote counts 1-5 (may	-Rote counts 1-5	-Rote counts 1-10	-Rote counts 1-10	
	begins to join in	begins to join	go beyond)	(may go beyond)	_	_	
	with number songs	in with number			-Represents	-Represents	
	and rhymes	songs and	-Represents amounts	-Represents	amounts using	amounts using	
		rhymes	using fingers (0-3)	amounts using	fingers (0-5)	fingers (0-5)	
				fingers (0-3)			

-Savs	some number	-Says some	-Counts objects by		-Begins to count on	-Begins to count on	
Suys		number names	pointing to each one	-Counts objects by	their fingers (1-5)	their fingers (1-5)	
	names in	idiliber fidilies	and saying a number	pointing to each	then migers (± 3)	then migers (± 3)	
-Rog	ns to imitate	-Begins to	name (up to 3)	one and saying a	-Recognises some	-Recognises some	
	counting	imitate	name (up to 3)	number name (up	numerals of	numerals of	
	aviours e.g.	counting	-Takes or gives 1, 2 or 3	to 3)	significance.	significance.	
	-	ehaviours e.g.	objects from a group.	10 3)	significance.	significance.	
	•	•	objects from a group.	Takes or sixes 1 2	-Can subitise to 3	Can subities to 2	
	mbers (not	saying	Desire to sevenere and	-Takes or gives 1, 2	-Can subitise to 3	-Can subitise to 3	
	•	sequences of	-Begins to compare and	or 3 objects from a	Carreta alata da lar	Carreta aleianta lerr	
	• •	numbers (not	recognise changes in	group.	-Counts objects by	-Counts objects by	
·	-	necessarily in	numbers of things using		pointing to each	pointing to each	
	nd making	the correct	words like more, lots,	-Begins to compare	one and saying a	one and saying a	
	_	rder), pointing	same.	and recognise	number name (up	number name (up	
	counting.	to objects and		changes in numbers	to 5)	to 5)	
		making	-Begins to understand	of things using			
	e, space and	sounds/	that the last number	words like more,	-Accurately	-Accurately	
	neasures:	imitating	reached when counting	lots, same.	identifies changes	identifies changes	
-Fill	and empties	counting.	a small set of objects		in number of things	in number of things	
С	ontainers		tells you how many	-Begins to	using words like	using words like	
		Shape, space	there are in total	understand that the	more, lots, same.	more, lots, same.	
-Inves	tigates fitting a	ind measures:	('cardinal principle')	last number			
them	selves inside	-Fill and		reached when	-Knows that the last	-Knows that the last	
ar	nd moving	empties	Shape, space and	counting a small set	number reached	number reached	
thro	ough spaces	containers	Measures	of objects tells you	when counting a	when counting a	
			-Begins to select a	how many there	small set of objects	small set of objects	
-Pus	shes objects	-Investigates	shape for a specific	are in total	tells you how many	tells you how many	
thro	ugh different	fitting	space	('cardinal principle')	there are in total	there are in total	
shap	ed holes, and	themselves			('cardinal principle')	('cardinal principle')	
atte	empts to fit	inside and	-Enjoys using blocks to	Shape, space and			
shape	es into spaces	moving	create their own simple	Measures	Shape, space and	Shape, space and	
on in	set boards or th	hrough spaces	structures and	-Begins to select a	Measures	Measures	
	puzzles		arrangements	shape for a specific	-Identifies and	-Identifies and	
			-	space	names some 2D	names some 2D	

	D 1 11 1	61	T	. , , ,		
Pattern:	-Pushes objects	-Shows an interest in		shapes (circle,	shapes (circle,	
-Begins to become	through	size and weight	-Enjoys using blocks	square, triangle,	square, triangle,	
familiar with	different		to create their own	rectangle	rectangle	
patterns in daily	shaped holes,	-Explores capacity by	simple structures			
routines	and attempts	selecting, filling and	and arrangements	-Moves their bodies	-Moves their bodies	
	to fit shapes	emptying containers,		and toys around	and toys around	
	into spaces on	e.g. fitting toys in a	-Shows an interest	objects and	objects and	
	inset boards or	pram	in size and weight	explores fitting into	explores fitting into	
	puzzles			spaces	spaces	
		-Begins to understand	-Explores capacity			
	Pattern:	that things might	by selecting, filling	-Begins to	-Begins to	
	-Begins to	happen now or at	and emptying	remember their	remember their	
	become	another time, in	containers, e.g.	way around familiar	way around familiar	
	familiar with	routines	fitting toys in a	environments	environments	
	patterns in		pram			
	daily routines			-Responds to some	-Responds to some	
		Pattern:	-Begins to	spatial and	spatial and	
		-Joins in with and	understand that	positional language	positional language	
		predicts what comes	things might			
		next in a story or rhyme	happen now or at	-Explores how	-Explores how	
			another time, in	things look from	things look from	
		-Begins to arrange	routines	different	different	
		items in their own		viewpoints	viewpoints	
		patterns, e.g. lining up		including things	including things	
		toys	Pattern:	that are near or far	that are near or far	
			-Joins in with and	away	away	
			predicts what			
			comes next in a	-Recognises that wo	-Recognises that wo	
			story or rhyme	objects have the	objects have the	
				same shape	same shape	
			-Begins to arrange		-	
			items in their own	-Makes simple	-Makes simple	
				constructions	constructions	

up toys -Explores differences in size, length, weight and capacity -Begins to understand some talk about immediate past and future -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Explore how things work (Light, Forces, (Light, Forces, (Light, Forces, (Light, Forces, wide vocabulary wide vocab					patterns, e.g. lining			
differences in size, length, weight and capacity -Begins to understand some talk about immediate past and future -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate repeated sound and action patterns -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested i						-Evnlores	-Evnlores	
Interested in what happens next using the pattern of everyday routines					up toys	•	•	
Capacity -Begins to understand some talk about immediate past and future -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate repeated sound and action patterns -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate repeated sound and action patterns -Begins to anticipate repeated sound and action patterns -Begins to anticipate image of the day such as mealtimes or home time -Begins to anticipate repeated sound and action patterns -Begins to anticipate repeated sound and action patterns -Begins to anticipate image of the day such as mealtimes or home time -Begins to anticipate repeated sound and action patterns -Beg								
Understanding the World Understand some talk about immediate past and future Pattern: Begins to anticipate times of the day such as mealtimes or home time Pattern: Begins to anticipate times of the day such as mealtimes or home time Understand some talk about immediate past and future -Begins to anticipate times of the day such as mealtimes or home time Understand some talk about immediate past and future -Begins to anticipate times of the day such as mealtimes or home time Understand some talk about immediate past and future -Begins to anticipate intens of the day such as mealtimes or home time Understand some talk about immediate past and future -Begins to anticipate intens of the day such as mealtimes of anticipate intens of the day such as mealtimes of anticipate intens of the day such as mealtimes of anticipate intens of the day such as mealtimes of the day such as mea								
understand some talk about immediate past and future -Begins to anticipate times of the day such as mealtimes or home time -Pattern: -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Explore how things work Scarecrow song. Understanding the World Understand some talk about immediate past and future -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens ne						capacity	capacity	
understand some talk about immediate past and future -Begins to anticipate times of the day such as mealtimes or home time -Pattern: -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Explore how things work Scarecrow song. Understanding the World Understand some talk about immediate past and future -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens ne						Danimata	Danimata	
talk about immediate past and future -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate times of the day such as mealtimes or home time -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday						_	_	
Immediate past and future								
Understanding the World Understanding the World Understanding Scarecrow song. Understandin								
Understanding the World Understanding the World Understanding Scarecrow song. Understandin						· ·	·	
anticipate times of the day such as mealtimes or home time Pattern: -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines Understanding the World -Explore how things work (Light, Forces, Clight, Forces, of natural materials) -Is interested in what happens next using the pattern of everyday routines -Talk about what they see, using a wide vocabulary Talk about the differences between materials -Talk about what they see, using a wide vocabulary						future	future	
anticipate times of the day such as mealtimes or home time Pattern: -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines Understanding the World -Explore how things work (Light, Forces, Clight, Forces, of natural materials) -Is interested in what happens next using the pattern of everyday routines -Talk about what they see, using a wide vocabulary Talk about the differences between materials -Talk about what they see, using a wide vocabulary								
the day such as mealtimes or home time Pattern: -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines Understanding the World Pattern: -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Talk about what they see, using a wide vocabulary Talk about the differences between materials Talk about the differences between materials						•	_	
## Pattern: -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines Understanding the World UK-Dingle Dangle Scarecrow song. Clight, Forces, Cl							·	
Talk about the Harvest time in the UK-Dingle Dangle Scarecrow song. Carecrow song. Ca						*	-	
Pattern: -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines Pattern: -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines Pattern: -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines Talk about the differences between materials -Talk about the differences between materials								
Understanding the World UNC-Dingle Dangle Scarecrow song. Leading to anticipate repeated sound and action patterns -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Talk about what they see, using a wide vocabulary Talk about the differences between materials -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Talk about what they see, using a wide vocabulary wide vocabulary between materials -Talk about the differences between materials						time	time	
Understanding the World UNC-Dingle Dangle Scarecrow song. Leading to anticipate repeated sound and action patterns -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Talk about what they see, using a wide vocabulary Talk about the differences between materials -Begins to anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Talk about what they see, using a wide vocabulary wide vocabulary between materials -Talk about the differences between materials						Dottown	Dottown	
anticipate repeated sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Talk about the differences between materials -Talk about the differences between materials								
Sound and action patterns -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Talk about the differences between materials -Talk about the differences between materials -Talk about the differences between materials						_	_	
District time in the UK-Dingle Dangle Scarecrow song. Claim to the World Claim to the W						•	· ·	
Understanding the World -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Is interested in what happens next using the pattern of everyday routines -Talk about the differences between materials -Talk about the differences between materials								
Understanding the World -Explore how things work (Light, Forces, Scarecrow song. What happens next using the pattern of everyday routines -Talk about what they see, using a wide vocabulary what happens next using the pattern of everyday routines -Talk about the differences between materials between materials						patterns	patterns	
Understanding the World -Explore how things work (Light, Forces, Scarecrow song. What happens next using the pattern of everyday routines -Talk about what they see, using a wide vocabulary what happens next using the pattern of everyday routines -Talk about the differences between materials between materials						-Is interested in	-Is interested in	
Understanding the World -Explore how the World UK-Dingle Dangle Scarecrow song. Light, Forces, of natural materials -Use all their senses in hands-on exploration of natural materials using the pattern of everyday routines -Talk about what they see, using a wide vocabulary using the pattern of everyday routines -Talk about the differences differences between materials								
Understanding the World -Explore how things work (Light, Forces, Scarecrow song. -Explore how things work (Light, Forces, Of natural materials) -Use all their senses in hands-on exploration of natural materials -Talk about what they see, using a wide vocabulary wide vocabulary everyday routines -Talk about the differences between materials						I		
Understanding the World -Harvest time in the UK-Dingle Dangle Scarecrow song. -Explore how things work (Light, Forces, of natural materials) -Use all their senses in hands-on exploration of natural materials -Talk about the differences between materials -Talk about the differences between materials								
the World UK-Dingle Dangle Scarecrow song. UK-Dingle Dangle Scarec						everyddy roddilles	everyddy roddilles	
the World UK-Dingle Dangle Scarecrow song. UK-Dingle Dangle Scarecrow song. CLight, Forces, Scarecrow song. UK-Dingle Dangle Scarecrow song. CLight, Forces, Scarecrow song.	Understanding	-Harvest time in the	-Explore how	-Use all their senses in	-Talk about what	Talk about the	-Talk about the	
Scarecrow song. (Light, Forces, of natural materials wide vocabulary between materials between materials		UK-Dingle Dangle	•	hands-on exploration	they see, using a	differences	differences	
				-				
EXPLOYING HAIVEST		Exploring Harvest	(8::-, : : : : : :)		,	and changes they	and changes they	

foods u	ising our Electricity ,	(Animals including	-Show interest in	notice (Materials,	notice (e.g.	
	oumpkins, Sound)	humans.)	different	including changing	cooking, melting)	
	rots.) Lights at	Seasonal changes in	occupations-	materials.)	G. G.	
	different times	Winter. What is	Children to take	,	-Continue	
-Using o	ur senses of the year-	different outside? (Bare	photos of others	Understand the	developing positive	
to explo	re during Bonfire, Diwali-	trees, colder weather,	dressed as real-life	key features of a	attitudes about the	
messy pla	ay, making links to how do	darker/shorter days,	Superhero (what	life cycle of a plant	differences	
playdo	ugh and we get light in	fewer animals etc.)	they would like to	and an animal	between people	
cooking	activities. the		be when they grow	(Plants, Seasonal		
Describin	ng the feel, class/house.	-Begin to understand	up-links Computing	change.) Learning	-Know that there	
different	textures, How do the	the need to respect and		about lifecycles	are different	
how thi	ngs have lights work?	care for the natural		(Butterfly, hen,	countries in the	
char	nged.	environment and all		frog, seed/plant)	world and talk	
-Notices	detailed -Use all their	living things. (Plants)		through books,	about the	
features	of objects senses in	Making bird feeders.		songs and rhymes.	differences they	
in t	their hands-on			Using fiction and	have experienced	
environr	ment and exploration of	-Explore how things		non-fiction books	or seen in photos.	
how thi	ngs work natural	work (Light, Forces,		when reading for		
e.g.	. the materials	Electricity.)		pleasure e.g. (The	-Explore and talk	
compute	r/whitebo (Animals	Traditional tales-Which		Hungry caterpillar,	about different	
a	rd. including	little Pig built the		A seed in need,	forces they can feel	
	humans.)	strongest house?		Jasper's beanstalk,	(e.g. magnetism,	
	Seasonal walk-	Investigating forces on		Tadpoles Promise.)	how water pushes	
	Autumn.	the houses.		of a butterfly.	up when they try to	
	Looking for			Observing and	push a plastic boat	
	changes in the	-Talk about the		looking after	under it.	
	environment	differences in materials		Tadpoles and		
	(Autumn leaves	and changes they		caterpillars.		
	changing	notice (Light, forces)		Photos to be taken		
	colour and			to document the		
	falling from the	-Explore and talk about		different stages of		
	trees.) What	differences they can		lifecycles-links		
	animals do in	feel (forces)		Computing		

T T		I	T		_
	Autumn to			Begin to	
	prepare for the	-Use all their senses in		understand the	
	cold Winter	hands-on exploration		need to respect	
	ahead,	of natural materials		and care for the	
	gathering food,	(Materials, including		natural	
	hibernating	changing materials.)		environment and	
	(squirrels,			all living things.	
	hedgehogs.)	-Explore collections of		(Plants) Plants	
		materials with similar		seeds and care for	
	-Use all their	and/or different		growing plants	
	senses in hands	properties (Materials,		(Plants.)	
	on exploration	including changing		Planting a seed and	
	of natural	materials.)		caring for it.	
	materials,	Investigating different		Discussing what is	
	through messy	materials and		needs, how to look	
	play, exploring	describing them (soft,		after it and looking	
	textures and by	hard, fluffy etc.)		at the changes over	
	cooking.	Grouping the materials		time.	
		according to whether			
		they feel the		Regular cooking to	
		same/different. Finding		explore how things	
		a waterproof material		change as they are	
		for the Postman's bag.		mixed or cooked.	
		What happens when		mixed of cooked.	
		the bag got wet? Which			
		material is best for the		-Talk about the	
		bag when it is raining?		differences	
		Making a new bed/chair		between materials	
		for Goldilocks or Baby		and changes they	
		Bear-which material		notice (e.g.	
		would be best?			
		would be best!		cooking, melting)	

			Regular cooking to		-Begin to	
			explore how things		understand the	
			change as they are		need to respect and	
			mixed or cooked.		care for the natural	
					environment and	
			Healthy routines		all living things e.g	
					conserving water	
					- I I II	
					-Explore and talk	
					about different	
					forces they can feel	
					(e.g. magnetism,	
					how water pushes	
					up when they try to	
					push a plastic boat	
					under it.	
RE/Understanding	-Let's find out	-Let's find out	-Let's find out about the	-Let's find out	-Let's find out	-Let's find out
the World	about Harvest and	about the	Bible	about Easter	about Christian	about Raksha
	Divali	Christmas Story			Baptism	Bandhan
Expressive Arts	-Begins to move to	<u>-</u>	-Begins to take part in	-Begins/continues	-Begins to draws a	-Draws a picture
and Design	music and songs.	Bgins/continue	role-play activities	to take part in role-	picture using	using increasing
		s to move to	based on my own	play activities based	increasing	complexity and
		music and	experiences e.g. making	on my own	complexity and	detail e.g. a face
	-Explores different	songs.	dinner, going to the	experiences e.g.	detail e.g. a face	with features
	sounds using		shops, feeding the	making dinner,	with features.	
	musical	-Continues to	baby.	going to the shops,		- Names 10 colours
	instruments.	explore		feeding the baby.		(red, yellow, blue,
		different	-Explores sounds using		-Names 10 colours	green, orange,
	-Begins to learn	sounds using	musical instruments	-Continues to	(red, yellow, blue,	black, white, pink,
	new songs and	musical	and is beginning to	explore sounds	green, orange,	brown and purple.)
	rhymes and is	instruments.	change how they are	using musical	black, white, pink,	
				instruments and is	brown and purple.)	

hodinalizata (al. 1)	Combination	mlayod /fact slavy la d	hodinalas/sautiu		Mayoo to	
beginning to join in	-Continues to	played (fast, slow, loud,	beginning/continui		-Moves to music	
with familiar ones.	learn new	quiet.)	ng to change how	-Moves to music	and songs.	
	songs and	-Continuing to use ad	they are played	and songs.	-Sings some familiar	
-Exploring different	rhymes and is	explore different	(fast, slow, loud,		songs.	
media-such as clay	continues to	medium e.g. pastels,	quiet.)	-Sings some familiar		
	join in with	paint, crayons, chalk,		songs.	-Explores sounds	
Sensory-exploring	familiar ones.	whiteboard pens	-Exploring textures		using musical	
colours and how			and patterns	-Exploring sounds	instruments and	
they are mixed or	-Exploring	-Finger painting	through the	using musical	can change how	
changed using	different		technique of	instruments and	they are played	
senses e.g. using	medium	-Printing using different	rubbings (outdoors-	can change how	(fast, slow, loud,	
powder paint or		objects e.g. wooden	walls, buildings,	they are played	quiet.)	
food colouring in	-Using different	blocks, fruit	shells.)	(fast, slow, loud,		
shaving foam.	techniques/skill			quiet.)	-Colour mixing- to	
	s e.g bubble	-Using block paints and	-Continues to		create secondary	
Using different	painting and	water.	create simple	-Exploring colour	colours.	
techniques/skills,	blow painting-		drawings using lines	mixing- to create		
e.g bubble painting	Links Bonfire	-Begins to create simple	to enclose a space	secondary colours.	-Using split pins to	
and blow painting-	night.	drawing using lines to	e.g. for a face, or	•	create a simple	
Links Bonfire night		enclose a space e.g. for	for a house or		moving figure e.g	
	Using their own	a face, or for a house	flower/animal.		story character or	
	ideas to	(Links traditional tales.)	•		animal	
	explore and	,				
	create 'art	-Exploring textures			-Exploring types of	
	work.'	using our senses-e.g.,			colours e.g.	
		shells, stones, lentils,	_		warm/hot colours	
	Accessing adult	pasta, rice.			or cold colours and	
	focused art	pasta, 11001			creating a picture	
	activities linked				(fire or sunset)	
	to				(01 3411361)	
	seasons/celebr				-Observational	
	ations e.g.				drawings of real-life	
	Firework				diawings of real-file	
	FILEWOLK					

		pictures, Poppy pictures, Pudsey Bear Bandannas, Christmas cards, calendars & crafts Christmas				objects e.g. flowers, chicks. Modelling-creating and joining materials to create models or to express their ideas e.g., using boxes, cellotape, string etc	
		Songs & Dance				-Icing sugar	
						painting/dribbling	
						over page.	
PSED/RSE	-Topic-Me and My	Topic-Valuing	-Topic-Keeping Myself	-Topic-Rights and	-Topic-Being My	-Topic-Growing and	
Conomo life	Relationships:	Difference:	Safe:	Respect: Looking	Best: Keeping by	Changing:	
Coram life education SCARF	What makes me special	Similarities and difference	Keeping my body safe Safe secrets and	after things: friends,	body healthy – food, exercise,	Cycles Life stages	
lessons	People close to me	Celebrating	touches	environment,	sleep	Life stages	
15550115	Getting help	difference	People who help to	money	Growth Mindset		
		Showing	keep us safe	,			
		kindness					